

GENERAL RULE OF THUMB OF CSR PROGRAM TO INCREASE INTAKE IN HIGHER EDUCATION

Lina Sinatra Wijaya,

Faculty of Information Technology,
Satya Wacana Christian University
Salatiga, Central Java, Indonesia.

Krismiyati,

Faculty of Information Technology,
Satya Wacana Christian University
Salatiga, Central Java, Indonesia.

ABSTRACT

Corporate Social Responsibility is an inseparable program in Higher Education. It is not only a way of actualizing their existence in the society but also has hidden message whether it is directly or indirectly communicated. This study aims to find out what things should be taken into account when Higher Education wants to implement CSR. This involves 7 Higher Education and 7 High schools. The data are collected through interview using open-ended questions. The data is then analyzed to answer the research question. Finally, there two rules that should be done by Higher Education to create an effective CSR program. They are “Listen and Respond” and “Sustainability”. By having implemented those two rules, it is expected that it could give a positive impact towards the intake in Higher Education.

Keywords: CSR program , Intake , Higher Education.

INTRODUCTION:

Nowadays, there are more and more programs designed by Higher Educations that are aimed to serve towards community. One of those programs is Corporate Social Responsibility (CSR here after). Generally, those Higher Educations set their Corporate Social Responsibility program based on the idea that it is what the society needs and expects from them. It is also a way of contributing towards the development of society either directly or indirectly.

Underlying those programs are also the demand towards the Higher Education to have real contribution in solving any social problem in the society for creating sustainable future. CSR programs have been implemented by ten (10) big universities in the world (Nejati, Shafaei, & Salamzadeh, 2011). They maintain that all the universities involved in their study have implemented CSR in various field and scopes. They consider CSR as a way of proving their credibility amidst the society. Besides, it is a way of branding and imaging for their institution. It is clear that the role of Higher Education has been revolutionized from an institution that solely serves academic life into an institution that is susceptible towards the existence and the conditions of their society and environment.

Along with the evolution of those roles, CSR program is very important towards the existence of a higher education institution. It is also a way of gaining good reputation in the society (Dahan & Senol, 2012). In their study Dahan and Senol (2012), they conclude that CSR program in Higher Education that successfully create good image and reputation are programs that are well internalized and fully supported by their management. Besides, CSR programs in Higher Education have double advantages, it gives useful value to the society through the contribution given and on the other side the Higher Education imaging is built indirectly.

Not only having role to create good image and reputation of higher Education, CSR programs of Higher Education is also a way of competing with their competitor. This shows where Higher Education's platform resides. It means that implicitly the CSR programs contains in which direction the institution is led, such as whether the institution will only serve academically or the one that contribute to the development of the society (Topal, 2009)

Having seen the importance of CSR programs in Higher Education, it could not be separated from Public Relations. These two things are closely related meaning that CSR programs are part of Public Relations done at Higher Education used to strengthen its position and existence in the society. This will of course impact toward the image of the Higher Education. These programs will also build a strong relation between Higher Education and its stakeholders, including the society. (Goodwin and Bartlett, 2008).

Seeing the important role of CSR programs in Higher Education, this study aims to see what things should be noticed in conducting CSR to increase intake.

LITERATURE REVIEW:

This section presents a review of previous studies on higher education and on the value of corporate social responsibility in terms of getting the general rule of thumbs of CSR program to increase intake in higher education.

UNDERSTANDING THE CONCEPT OF CORPORATE SOCIAL RESPONSIBILITY:

Corporate social responsibility is one of Public Relations program to build better relationship with its stakeholders. The essential role of public relations is to maintain or enhance a company's reputation so it can serve its stakeholders profitability, and besides that, having Corporate contribution are viewed not only as beneficial to communities but also are used to help and improve profitability. The statement was also strengthened by Filho (2010) who said that corporate social responsibility can be achieved through ethical relationship and transparency of the company to its stakeholders, corporate goals that are compatible with the sustainable development of society, preserving environmental and cultural resources for future generations, respecting diversity and promoting the reduction of social problems. Not only contributing to well being of the society, CSR also gives the opportunity to create a true competitive advantage and positive reputation for the business world (Smith 2007, Porter and Kramer

2006). Wineberg and Rudolf (2004) define CSR is the contribution that a company makes in society through its core business activities, its social investment and philanthropy programs, and its engagement in public policy .

According to Susanto (2007) there are six advantages of CSR programs, they are Reduce Risk and Accusations of irresponsible behavior, Help cushion and vaccinate during time of crisis, Enhance employee engagement and pride, Improve relationship with stakeholders, Sales increase, and Other incentive (tax, preferred treatment). While Anon (2002) mentions some other advantages of doing CSR for the companies, such as contributing something to create and maintain a high profile, strengthening the relationships with its stakeholders, creating a better, safer and more stimulating working environment, improving business management efficiency, protecting the company from boycott actions, making access for gaining the fund, and allowing to get benefits from fiscal advantages and also administrative facilitation.

THE DEVELOPMENT OF CORPORATE SOCIAL RESPONSIBILITY IN INDONESIA:

Indonesia is a rich and fertile country with its natural resources , but this property can not used to increase the prosperity by the Indonesian people. Indonesia would not be able to fully utilize this wealth. This condition is used by other nations who began to invest in Indonesia, could even be said that once they will take the natural resources owned by the Indonesian nation. This condition really worries the people in Indonesia. Because of this condition, many movements and efforts to save the earth for the sustainability of human life in the future have been conducted.

From the company / institution point of view, nowadays the company's ability to compete is highly depend on the state / location where the company / institution is located. Therefore, CSR pyramid developed by Archie B. Carroll (Tanudjaya BB in 2006) should be understood as a whole, because CSR is a company's concern which is based on three basic principles called “ Triple bottom lines of profit, people and planet (3P)” Triple bottom line concept was proposed by Elkington, that company should develop responsibility orientation on three aspects, namely:

- a. The Economics (Profit), company still must orient to seek economic advantage that allows it to continue to operate and grow.
- b. Environmental sustainability aspects (Planet), company cares for environment and sustainable biodiversity. Some programs based on CSR principles are a green environment, provision of clean water, improved housing, and tourism development (ecotourism).
- c. Social environment aspect (People), a company must have a concern for human welfare. Some companies develop CSR programs such as scholarships for students around company, the establishment of educational and health facilities, strengthening the local economy capacity, and even there is a company that arranges social protection schemes for local residents.

CORPORATE SOCIAL RESPONSIBILITY IN HIGHER EDUCATION:

Since Higher education are considered as a non -profit organizations, it does not mean that they can not do something for the society. Nowadays, most of the higher educations also try to do their social responsibility to create better image for its stakeholders. Nowadays because of globalization, privatizations of the education institutions, most higher educations are competing in order to attract its stakeholders, many higher education institutions are adapting a more business-like approach in order to survive in this changing face of the industry (Gumport 2000, Goia and Thomas 1996). While doing this adaptation of this business-like approach, some institutions are discovering the importance of corporate image, corporate identity, corporate reputation and CSR program as a reputation and an advantage building strategy (Atakan and Eker 2007, Stensaker 2007, Porter and Kramer 2006, Melewar and Akel 2005). Nowadays, CSR programs have always been a part of the educational mission of higher education institutions. Implementing CSR strategies is an approach used by higher education institutions for showing their competitive strategy. As what Dalan and Senol (2012) stated that by developing such strategies higher education institutions are also discovering the opportunity to move

the focus beyond the classroom into their own institutional operations. Due to this condition, nowadays more and more higher educations also do their social responsibility in order to build image towards the educational institution, which can give good impact for these educational institutions in the future

MODEL OF CORPORATE SOCIAL RESPONSIBILITY:

According to Saidi & Hamid (2004) , there are four models / patterns commonly applied by companies in Indonesia, among others :

a. ***Direct involvement:***

Here the CSR programs run directly by organizing themselves , organizing social events or giving donations to the community without any intermediaries .

b. ***Through the company's foundation or charitable organization:***

The company set up its own foundation under the company or its group .

c. ***Partnering with other parties:***

The Company runs CSR through cooperation with social institutions / non-governmental organization (NGO / NGOs) , government agencies , universities and the media , both in managing the funds and carrying out social activities .

d. ***Support or join a consortium :***

The company join and support the social institution which is established for specific social purposes . This pattern is more focused on giving fund / grants for developing the society.

THE CONCEPT OF COMMUNICATING CORPORATE SOCIAL RESPONSIBILITY :

To understand any current communication, one may need to understand both its history and the impact of non-communication variables on the situation. That is the case of communicating any public relations activities where corporate interaction with its stakeholders will depend on how the activities are accepted by the stakeholders and whether the activities can provide long lasting impact for both parties. Many people accept the concept of communication as being important to organizational effectiveness; they often oversimplify its role, considering communication to be a mere message exchange or a simple technique of that. Some people also treat communication as a manipulative tool (Downs and Adrian, 2004) Therefore it is important that communication management and communication strategy are the key variables to any public relations activities. The Communication strategy for public relations' CSR activities, can be categorized into three categories (Sarinastiti. 2009) :

a. **Communicating for image.**

Communicating for image focuses on portraying what are the organizations do for the society. Hence the effective communication is critical to convey the image of the organization.

b. **Communicating for accountability**

Accountability orients toward the organization's triple bottom line, where it considers its own profits and growth, its responsibility to employees, and its roles in the wider community and environment (Cheney, Zorn and Ganesh, 2004)

c. **Communicating the voice of stakeholders**

Although many organizations have either adopted image and /or accountability in communicating its CSR activities, and maybe well sufficient conveying with that, some organizations feel that acknowledgement from stakeholders, especially beneficiaries would ensure to be more effective

THE CONCEPT OF INTAKE:

Hornby (1995) defines intake as a number of people entering an institution etc during a particular period (group of people who get into an institution within a certain time). In other word, intake means the number of students enrolling in a particular academic year in Higher Education. The parameter used to identify the increase of the intake could be seen from the number of the students who officially register in the college.

METHOD:

This section will describe how the study is conducted, covering the method of data collection, the aim of this study, and the ethical consideration implemented in this study. This study involved seven (7) Higher Education in Salatiga and seven (7) High schools in Central Java. The data were collected through interviewing the corresponding personnel in each institution involved in this study. The questions used for the interview were open-ended ones. The reason of using open-ended questions was to give the chance to the participants to elaborate their answers so that they could give detail information needed for this study. The questions used for this study covered the following ideas:

- What kind of CSR program that has been done by Higher Educations
- Whether the program is effective and give good impact to both sides; target audience and higher education
- Target audience of the program
- What kind of CSR program needed by the target audience
- Whether the CSR program offered by Higher Education match their needs
- Whether high schools (as the target audience) are encouraged to motivate the students to study in the corresponding higher education that have already done their CSR program
- What kind of CSR program actually needed by high school
- How they get the CSR program (whether it is offered from the Higher Education or they request it)

After the data were collected, it was transcribed and analyzed. It was then interpreted to address the objective of this study. Meanwhile, the objective of this study was to see what kind of CSR programs are needed by the stake holders of Higher Education. By so doing, Higher Education is expected to design CSR program that meet exactly the stake holders' need and effectively address their problem.

For ethical consideration, the name of the interviewees and the institution involved in this study will not be mentioned at all through out the article. It will be coded as Higher Education (HE) 1,2 , etc, and Highschool (HS)1, 2,3, etc.

RESULT / FINDINGS:**CORPORATE SOCIAL RESPONSIBILITY (CSR) PROGRAM IN HIGHER EDUCATION:**

The data about the type of CSR done by higher education obtained from the interviews with seven higher education institutions are summarized as follows :

Table 1: Type of CSR applied in Higher education

Higher Education	Type of CSR
HE 1 , HE 2, HE 3 and HE 5	By empowering the society through SMEs and community service
HE 4 , HE 6 and HE 7	By teaching subject at high school, training for teachers or staff and giving scholarship

Seven higher educations involved in this study mention that doing CSR is part of their task in serving the community. But what they do are different from one higher institution to the other. The difference is in term of their target audience and also their type of CSR program. Three higher educational institutions mentions that “they do CSR especially in empowering the society through micro, small and Medium Enterprises (SMEs), giving community services “They usually do this while they are doing their job training program for their students. They also said that by doing their CSR program through SMEs, indirectly will influence the people or the parents in giving motivation to their children to study in this higher educational institution. They also involve alumni in supporting this program. Not only those three higher education institutions, the fourth higher educational institution also gives nearly the same idea. So far they haven't done any CSR program to high school students. In fact they are focusing to the community. They said :” We have done CSR to society especially to children, by giving a demonstration on how to wash hands and also how to brush teeth correctly. Doing these activities are

just to let the society know that this higher educational institution exists and the society realized that the institution give good contribution to their society , so they will encourage and motivate their children to study there in the future. “ (Higher Education institution 1,2 , 3 and 5 / translated by the researcher). By doing this gives positive influence to the intake of the new students registering in this higher educational institution, even in a very small percentage.

Other higher educational institutions state “ the CSR program in this institution is done by giving guidance to the society, healing treatment for stressed people and also giving scholarship for the one who wants to continue her/his study in this institution. Doing CSR is done by the lecturers and also involved the alumni in their activities. They also do this CSR to high schools especially in teaching religion subject in the school, giving some training for staff and teachers “ (Higher Education institution 4, 6 and 7 / translated by the researcher). By doing these CSR program to the society and involving alumni in their activities, it gives good influence for the institution in term of their intake, even in a very small percentage.

HIGH SCHOOL PERCEPTION TOWARDS CORPORATE SOCIAL RESPONSIBILITY (CSR):

High schools (HS 1,HS4) said that so far no higher educational institutions come to the school and give / offer CSR program. They only said that higher educational institutions come to the school just to take data for their research, not for giving any CSR program. Type of CSR program that they need is focusing on empowering the teachers, such as gathering/ outing for the teachers after so many hours teaching in school. So having communication with higher educational institution is important to decide about what kind of CSR program which is suitable and is needed by the institution.

It is different from the other high schools opinion on CSR (HS 2, HS4). They said that some higher educations come and do their CSR program in the school. This action gives a lot of benefits for the schools. But the problem is the school does not know that they can offer this CSR program to higher educations, not only wait for their offer. Having CSR programs from higher educational institutions have encourage the students to know the institution better, and indirectly it will influence the teacher to encourage the students to study in these higher educational institutions. They also said that having communication first will be better so that the CSR program will be suitable to their need.

Different perception about CSR comes from the third high school (HS 3). They said they are offered some CSR program from higher educational institutions, but so far they haven't accepted the offer due to the time, because the school does not have time to write a proposal to the higher educational institution about the CSR program they need. Besides higher educational institutions, there are also some tutoring agency such as Ganesha, Neutron that do their CSR program in this high schools without asking the school to write any proposal, and this gives good influence for the agency because indirectly the school will recommend the students to have a course in these agency when they are asking suggestion from the school.

Another form of CSR program that high schools really need is the one that does not only benefits the students but also the teacher. They get CSR program in form of seminar for the students, and training for the teachers (HS 5,HS6). However, they rarely get the chance or offer anymore. Apart from that, they maintain that communication is indeed very crucial so that they can get the right information and they know the procedure if they happen to ask for CSR program in Higher Education. Surprisingly, there is one high school which is aware that there is such program in Higher Education, Therefore, they forward a proposal to the institution asking whether there is possibilities to accommodate their needs through the institution's CSR program. It turns out that actually they could get what they need and it benefits to the taker and giver (HS7).

DISCUSSION:

In conducting CSR program, there are some principles that should be applied by Higher Education in order to be effective. The general rules are described in the following section.

a. LISTEN AND RESPOND:

Based on what Cheney, Zorn and Ganesh (2004) said that in communicating the CSR program it is very crucial to communicate the voice of the stake holders. It implies that as the party who conduct the CSR program, Higher Education needs to listen to what is needed by the target audience. It is in line with high schools saying that they need to communicate what they actually want with what is actually available in Higher Education in addressing their problem. In general, most of the high schools just get an offer from Higher Education, which is sometimes, is not suitable with what their needs (HS 4, HS 3).

Apart from that, in listening to what is needed by high schools or community as the target audience, the higher education needs to be pro active in initiating the communication in order to get the idea of what CSR problem should be given to the target audience. So far, most of the high schools do not know that there is a program that they could request to Higher Education that might benefit them (HS1, HS2, HS3).

Listening in this case is very important to know exactly what the target audience need and what Higher Education should design. By having good communication, both parties will get the benefit from the program. Higher Education could do their CSR program as their real contribution towards the community in general. Additionally, the target audience could get the benefit in solving the problem that they have.

After listening to what are needed by the target audience, Higher Education could decide what kind of CSR they should conduct. As Saidi and Hamid (2004) mentions that in conducting CSR program it is important to partner with other parties, this could give good influence for both parties; community and higher education. By so doing, the designed program could achieve the objectives. In addition, the program will be effective in addressing the problem of the target audience. As it is mentioned before, what happen so far is that higher education comes to offer their CSR program and the target audience just receive the program whether it really address their needs (HS 4).

In responding the needs of the target audience, Higher Education could be more effective as it will really meet the needs of their target audience. Not only will it address what exactly needed by the target audience but also it will indirectly contribute towards their image as part of the community. This could not be done separately, it needs collaborative actions from both parties. By actively collaborating, both parties will be satisfied with the CSR program.

b. SUSTAINABILITY :

The next rule that has to be implemented in conducting CSR program is sustainability. Sustainability in this case means that it is not only one time action without any continuity. From the experience that higher education have done so far, they only do an incidental CSR program. Ideally, the CSR program given to the target audience should pay attention to the continuity, meaning that it foresee the future needs and impact.

To certain extend, some of the CSR program have considered the sustainability by giving regular CSR program to the target audience. One of the example is providing scholarship to high school students (Tanudjaja, 2006). Besides, to maintain the sustainability, it is important to keep on building a good communication between Higher Education and the target audience. By having good communication, there are always possibilities to know what are needed and what need to be provided.

By doing this the principle of three bottom line mentioned by Elkington (Elkington, 1997), giving scholarships to the target audience (refers to social environmental aspect) , building good relationship with the target audience continuously (refers to environmental sustainability aspect) and also being consistent to do the program to the target audience in order to improve the economic factors of the target audience (refers to Economics) will give good impact for both parties. The recipients of the programs will get the benefits in terms of gaining better welfare for the schools and students and for the givers indirectly will promote their good reputation to be better known by the target audiences.

CONCLUSION:

In summary, in order to be effective, CSR program has to be communicated through the “Listen and Respond”. Both parties have to cooperate in designing and implementing a suitable CSR program for the target audience. After listening and responding to the needs of the target audience, “ sustainability” of the program should be taken into account. Once all these two principles have been carefully considered, an effective CSR program could be implemented. With this kind of CSR program, it will indirectly impact towards the intake in Higher Education.

ACKNOWLEDGEMENT:

Authors would like to thank for the help the Ministry of Education and Culture, the Coordinator of Private Higher Education Region VI. This research is funded through research grant No 001/K6/KL/SP/PENELITIAN/2014

REFERENCES :

- [1] Anon. (2002.) Corporate Social Commitment for —A New Welfare System Bocconi Universityl. Report From CSR to Social Commitment the Project of the Italian Government for the EU Presidency CSR Advantages for Enterprises. Milan
- [2] Atakan, M. G. S. and Eker, T. (2007). “Corporate Identity of a Socially Responsible University – A Case from the Turkish Higher Education Sector”, *Journal of Business Ethics* 76, 55–68.
- [3] Cheney.G C., Zorn, LG ., Ganesh, S. T.E. (2004) Organizational Communication : In an Age of Globalization – Issues, Reflection, Practices, Prospect Height, Illionis, USA: Waveland Press, Inc.
- [4] Dahan,G.S and Senol.I (2012)“Corporate Social Responsibility in Higher Education Institutions: Istanbul Bilgi University Case” *American International Journal of Contemporary Research Vol. 2 No. 3; March*
- [5] Down, C.W., Allyson, D.A (2004) Assessing Organization Communication : Strategic Communication Audits, New York, NY. USA : The Guilford Press
- [6] Elkington, J. (1997). Cannibals with Forks: Triple Bottom Line of 21st Century Business. Capstone Publishing, Oxford.
- [7] Filho, J. M. de S., Wanderley, L. S. O., Gomez, C. P. and Farache, F. (2010). Strategic Corporate
- [8] Social Responsibility Management for Competitive Advantage, *BAR - Brazilian Administration Review* 7 (3), 294-309.
- [9] Gioia, D. A. and Thomas, J. B. (1996). Institutional Identity, Image, and Issue Interpretation: Sensemaking during Strategic Change in Academia. *Administrative Science Quarterly* 41(3), 370–403
- [10] Goodwin, F.W. and Bartlett, J. L. (2008) Public Relations and Corporate Social Responsibility (CSR) - Working Paper <http://eprints.qut.edu.au/>
- [11] Gumpert, P. J. (2000). Academic Restructuring: Organizational Change and Institutional Imperatives. *Higher Education* 39, 67–91.
- [12] Hornby A S (1995), “Oxford Advanced Learner’s Dictionary”, 5th ed, Oxford University Press. Great Britain
- [13] Melewar, T. C. and Akel, S (2005). The Role of Corporate Identity in the Higher Education Sector A Case Study. *Corporate Communications: An International Journal* 10(1), 41– 57.
- [14] Nejati, Shafaei, and Salamzadeh,D (2011) Corporate Social Responsibility and Universities : A study of top world universities’s websites, *African Journal of Business Management* 5 (2), 440-447
- [15] Porter, M. E. and Kramer, M. R. (2006). Strategy and Society: The Link between Competitive Advantage and Corporate Social Responsibility. *Harvard Business Review* December R0612D, 1-15.

- [16] Saidi, Z dan Hamid A (2004) “ *Menjadi Bangsa Pemurah : Wacana dan Praktek kedermawaan Sosial di Indonesia*”, Jakarta : Piramedia
- [17] Sarinastiti.N (2009) “Communicating Corporate Social Responsibility “ Jurnal Komunikasi, Vol 3 No. 2 April 2009 Penerbit : Program Studi Ilmu Komunikasi – Universitas Islam Indonesia.
- [18] Smith, A. D. (2007). Making the Case for the Competitive Advantage of Corporate Social Responsibility. *Business Strategy Series* 8 (3), 186-195.
- [19] Stensaker, B. (2007). The Relationship between Branding and Organizational Change. *Higher Education Management and Policy* 19 (1), 13-29.
- [20] Susanto,A.B (2007) Corporate Social Responsibility : A strategic Management Approach, Jakarta : The Jakarta Consulting Group
- [21] Tanudjaya (2006), “Perkembangan Corporate Social Responsibility di Indonesia “ Jurnal Nirmala, Vol 8, No. 2 July 2006 : 92-98
- [22] Topal, R (2009) CSR in Universities Around the World . *Social Responsibility Research Network*
- [23] Wineberg, D and Rudolph,P.H (2004) “ *Corporate Social Responsibility – What every in House counsel should know*”, dalam ACC Docket
